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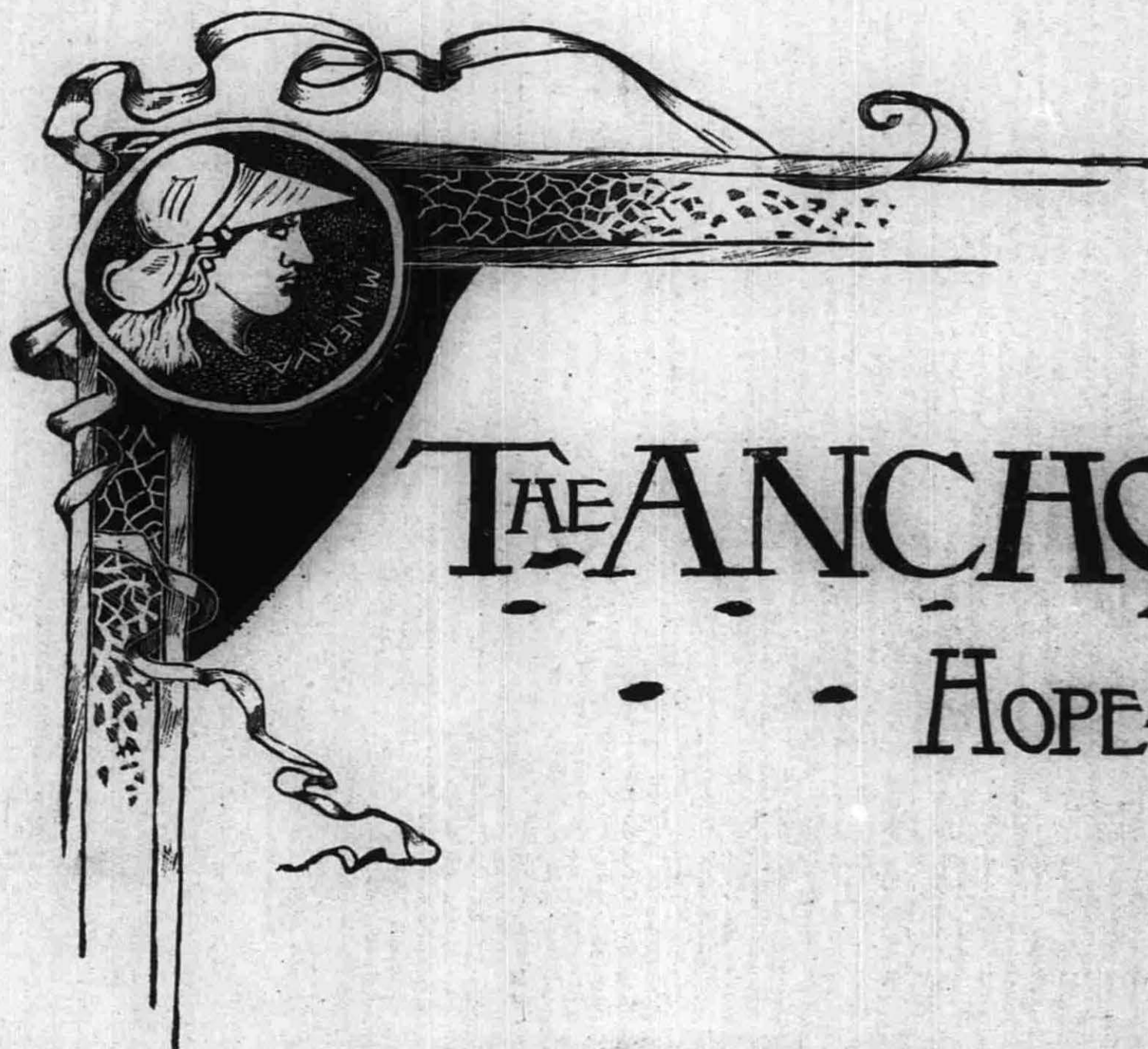
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THE ANCHOR.

HOPE-COLLEGE

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THE ANCHOR.

"Spera in Deo."—Ps. xlii. 5.

VOLUME III.

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MANY of the readers of THE ANCHOR have read the so-called *Anchor Supplement*, printed a few months ago. Some have asked for information in regard to this affair, and others have been wondering as to who would be the authors of such an article. Therefore the following brief explanation is rendered. Those who well understand the circumstances, as they have been at Hope for the last few years, never doubted, in the least, as to those implicated in bringing the so-called *Anchor Supplement* before the public. There existed in the college a certain faction enthused with a spirit of envy and jealousy, upon which suspicion immediately rested, and justly so; especially because the characteristic spirit of that faction was plainly manifest in the article, and only proves the fact that an author is known by his writings and a fool by his words. This alone would be sufficient to render matters a moral certainty to those who are acquainted with the faction, their characteristics and record.

But proof beyond a moral certainty is desired; therefore it will be given. Among the waste papers

of T. W. Muilenberg, in the room which he occupied last year in V. V. H., has been found the original draught of the *Anchor Supplement*, in T. W. Muilenberg's own handwriting. On the paper was also the name of his intimate friend. These few facts are sufficient to prove to a sensible person as to who are the authors of the article. The *Anchor Supplement* was distributed thro the city after T. W. Muilenberg had left, and it thus became evident that they were distributed by some of his friends, and there is but little doubt who these friends are. Hoping that this will be sufficient explanation to inquirers, we will leave them to be the impartial judges in this matter.

EDITORIAL STAFF OF '89.

THERE are two ways of reading History. The first is a committing to memory incidents and historical facts, with no other object in view than the pleasure which an acquaintance with the past affords. The second is a study of the past with the sole object of observing the development of political principles, public morals, and the national character of a particular people. The first contributes to knowledge merely and affords little benefit save as a memory exercise; the second contributes to practical wisdom, widens the range of observation, and tends to concentrate and apply what has been learned. The one leaves its result in the brain; the other, in the soul mainly. The one limits itself to facts merely; the other goes beyond the mere fact to the underlying principle, and uses the fact as an *illustration*. He who follows the first, can tell you the incident, but leaves you to discover the principle and draw the lesson. He who clings to the second, can talk to you about principles, and refers to historical facts and incidents to elucidate. Follow the first and you find no difficulty in rising into the realm of what your friends may call affectation; but if you choose the second you may give your neighbor occasion to speak of you as a profound scholar.

NO fewer than six hundred Michigan schools unfurled the stars and stripes to the breeze on the last anniversary of Abraham Lincoln's birthday. The majority of these schools are the graded schools of our cities and villages; but the spirit of patriotism is fast spreading among the boys and girls of Michigan, and soon every graded and district school in the State will display the national banner on all our national holidays and anniversaries.

This is a spirit most commendable. From a political point of view there is nothing more essential in any form of government than that the youth of the nation shall be early inspired with the true spirit of patriotism and loyalty, and be taught the principles of government. To the very young, these lessons of patriotism and fidelity to country can only be taught by directing their attention to the lives and character of men, who, like Washington, fought to gain our independence, and, like Lincoln and Garfield, fought to preserve the Union; and by teaching them patriotic songs and declamations, and the history of our flag.

And perhaps none of these objects is better suited for such teaching than the latter. To all young people there is something peculiarly fascinating and inspiring in the colors, proportion, and arrangement, of the American flag, and from it many useful and interesting lessons can be given. Its history, object, and the symbolization of its colors, no one should be ignorant of.

Now why cannot Hope College, as well as other schools, display her patriotism by floating the star spangled banner? She can, and, fellow students, let us bestir ourselves, and ere another Memorial Day dawns, let there be unfurled from Van Vleck Hall the national stars and stripes.

IN another column of this issue will be found information as to the authorship of a certain anonymous circular appearing some time past and styling itself "Supplement to The Anchor." The proof is conclusive that Tennis W. Muilenberg was the author, or one of the authors, of the circular. Since the proof has been discovered, Mr. Muilenberg has been offered the opportunity to confess with regard to himself and his accomplices and by so doing to keep the knowledge of his misdemeanor from the public. He has refused; and THE ANCHOR in consequence feels that it is no more than right, in justice to itself, to the individuals whom he has so

basely libelled, and to the relatives and friends, that the name of Mr. Muilenberg as author of the "Supplement" should be at last disclosed.

It will be remembered that the "Supplement" was an attack upon THE ANCHOR, and included personal attacks upon the moral characters of former members of THE ANCHOR staff, as also upon those of Mr. A. Pieters and Mr. H. V. S. Peeke. Indeed, a movement seemed to be on foot at the time when the "Supplement" first appeared, to entirely ruin THE ANCHOR. For, at that time, one of the business firms of Grand Rapids, which advertised most extensively in our columns, received a letter stating to the effect that THE ANCHOR was not generally patronized at college, that it was governed by a clique, and that the advertisement did not pay the firm. THE ANCHOR has not deemed it well to heed these attacks; for financially it has not suffered and the "Supplement" must appear as it does to all thinking men what it really is, one mass of lies from beginning to end. The personal libels of which it is full, and which are its worst feature, can not be too strongly condemned. But the known characters of the individuals attacked, without other defense, rendered the "Supplement" worse than fruitless in the accomplishment of its manifest purpose. As called upon to voice the sentiments of Hope College students, we must confess that the authorship of the "Supplement," as now disclosed, is not a great surprise to them. It must be borne in mind, however, that what is moral proof to students is not always the same to those who are not students. The discovery made is, therefore, very fortunate.

There yet remains one problem to be solved. The "Supplement" was distributed in Holland under the cover of the darkness of night through the agency of certain individuals. Who are they? Manifestly, persons yet in Holland; probably, we think, in Hope College itself. Who these assistants of Mr. Muilenberg are we dare not yet affirm. We can say only this, that when their names are disclosed, it is possible that the student mind may not be more surprised than it was at the authorship of the "Supplement." We are sorry that an alumnus of "Hope," at the very beginning of his career, should have made such a grave mistake. We would advise him in all earnestness to amend matters as soon as possible by taking the only honorable course now open to him, a public acknowledgment that he has done wrong and an apology to those whom he has tried to injure.

EVER since the re-establishment of the Western Theological Seminary at Hope College, there has been almost general refusal of students graduating from the college to show their sympathy for the West; to identify themselves with western growth; to help build up the independence of the western branch of our Reformed Church; and to endure a little inconvenience, if necessary, in order to support by their presence what the West largely supports with its money.

"Well," say they, "we think it is best to get out of Holland and see the world at large, before being buried in some back-woods parsonage." Very well. We need broad-minded men—men well acquainted with the folly and the needs of the world. This can be obtained to a greater extent by attending the seminary at New Brunswick than the one at Holland. A change of atmosphere is always invigorating. Besides, a student would be privileged with the advantages of a large institution: and a good student at a large institute could (or should) do better than he who struggles with the disadvantages of a small institution, though advantages often corrupt discipline, while the want of them promote it.

But, granted the advantages—real in the abstract, but often delusive in respect to actual power gained—of attending New Brunswick Seminary: the question yet remains, do we not owe it to our Institution to support one of its branches. Is our love to *Alma Mater* to be shown only until we have safely passed the Senior's portals? "Oh, but!" you say, "I'm not going to be responsible for the mistake of re-establishing Hope Seminary. I believe in undoing a mistake of that nature by letting it alone, freezing it out; if she survives, well; if she perish, better." Mistake? Then it is a mistake to increase power for good; then it's wrong to try to make an institution more independent; then it is wrong to lay the foundation for a complete, professional education, and the training of western ministers in western institutions,—all because they are yet too small to cope with the advantages of large institutions.

Certainly, everybody looks out for himself. But is it always charitable? We have a right to go east, perhaps, to better our prospects; but should not the individual be sacrificed on the altar of the common good? "But the West wasn't ripe for the re-establishment of Hope Seminary." Not? When will it be? Do we expect a million dollars donation to start a college? Perhaps that is becoming the requirement now-a-days; but does the lack of it pre-

clude all hope of the growth of what is a small beginning? Boys, must we not consult our conscience? Or is the self sacrifice, if so you wish to call it, too great? We wish to wound none; but the subject is of too vast importance both directly to our Seminary and, by reaction, to our college, to keep silence; and we, therefore, invite the publicly expressed opinions of the students themselves concerning this question.

THE spring term has again arrived and with it has come the green foliage, the singing birds, croaking bull-frogs, and the student's best Sunday-go-to-meeting smile. The Senior sees in the hazy future faint outlines of the final pull at examination and then several weeks of poring over old essays, to find the wherewith to make up his commencement oration. The pensive Junior with a five cent meat basket on one arm and his second cousin on the other, saunters forth to see whether the trailing arbutus has already made its appearance. Even the ambitious Soph finds it convenient to forget, for a short time, those dreadful 40 lines of Greek, and peruse the pages of a book on etiquette. The Freshman finds no greater delight than in admiring the abundance of things green. To all students this is the joyful term of the year. The only disagreeable feature of the term's work is the examination at its close. There are not many students at Hope who would regret the removal of the present system of examination, and we doubt not but what some of the faculty share the same opinion. The hurried reviews and examinations invariably lead to cramming, a method of study in which the professors are always careful to tell us not to indulge. Why not remove the cause and thereby avoid the danger? The examinations, as heretofore conducted, can hardly be satisfactory to either students or examiners. How can a half hour's examination, in which each student gets four or five questions, begin to show his knowledge or ignorance of any branch of study over which he has spent six or eight months? An easy question may show the careless and poor student in a favorable light, whereas a difficult question may trip the faithful scholar. Let us hope that Hope may soon adopt the plans of so many other American colleges, viz.: If a student has been faithful throughout the year let him pass without this apology for an examination at the close of the year, and if otherwise, let him drop to the position which he justly deserves.

Magnificent promises are always suspected.—*Theo. Parker.*

HOW eagerly the poet always looks out for something from which he may draw inspiration. No one who has not been there can imagine from what sources a would-be poet is sometimes obliged to draw his inspirations. No one knows but he himself, under what difficulties he labors, in order that his productions may have the appearance that his eye was in "a fine frenzy rolling" when he composed his immortal lines. You might observe him sedately seating himself upon the bridge that spans yonder brook, and patiently awaiting the chirp of a robin from a neighboring orchard to awaken his gentle emotions. You may observe how his serene aspect puts on an expression of gladness, as a frog beneath the bridge breaks the silence with a gentle croak. What a profound impression seems to have seized upon his soul when he listens to the murmuring of the brook as it finds its way over the pebbles. Not even the crowing of a cock from yonder barnyard can distract his attention, so seemingly charmed is he with poetic fancy. But could you feel what he feels, when, despairing of himself, he abandons the spot hallowed by sacred musings, you might appreciate the meaning of the words "nothing new under the sun;" the same field, you would find, had already been thoroughly canvassed by others. Have sympathy for all, but especially for the poet.

Goethe.

There is, perhaps, no author who has exerted a deeper influence on the literature of Europe than Goethe. When his first two great works, "Götz von Berlichingen," and "Sorrows of Werther," appeared, they were read in nearly every European country, by the uneducated as well as by the educated. There are no two books, and perhaps never have been, which have found so many readers and exerted a deeper influence. "Werther," observed a certain writer, "seemed to seize the hearts of men in all quarters of the world, and to utter for them the word which they had long been waiting to hear." No man so early in life rose to a higher reputation than did Goethe. Even in youth, he drew the admiration of the men around him. Everybody expected that something great would come of him.

Intellectually, he held the highest place among his countrymen. Whatever he undertook to do he made a success; was naturally gifted; loved learning; as has been said, instructed himself as well as others. It seems to have been his desire to know something of everything. There was hardly a

branch of study of which he did not have some knowledge. As a poet he stands pre-eminent. The Germans found in him one who spoke to them from heart to heart. Men of every degree and disposition, from the peasant to the king, studied him with admiration; not only the Germans, but wherever study exists. His literary fame now, after half a century, is just as great, if not greater, than then. His "Faust" is a work of genius which has not as yet been excelled; and whoever reads his "Wilhelm Meister," and "Hermann and Dorothea," discovers something greater in them than the work of a common mind.

There is, perhaps, no writer who retained the freshness and enthusiasm of youth so long as Goethe. At the age of about forty he wrote as one of twenty-five, and always with the same easy-flowing, fascinating style. His language is as pleasing as that of Byron. Whoever reads him cannot help but enjoy it.

This "man of wonderful, nay, unexampled reputation and intellectual influence," Johann Wolfgang von Goethe, was born of a rich and highly respected family, November 28, 1749, at Frankfort on the Main. His father, proud of his family connections and of his own acquirements, desired that his son should become as popular and even more so than he himself. Mistrusting the instructors of his time, he took it upon himself to educate his children. On account of quick apprehension and perseverance, young Goethe soon advanced in his studies beyond what his father could give. Especially in languages did he make rapid advancement. The pronunciation, accent and sound of a language, with all its different inflections, came natural to him, and in rhetorical exercises no one was his equal. Grammar he considered a mere arbitrary law. The rules, followed by so many exceptions, seemed ridiculous to him. He enjoyed the study of languages, both ancient and modern; but he hated the rules of Grammar connected with it.

He very early showed signs of his genius as a poet. He would meet with some other boys and each one would read his own production in verse, for which Goethe exhibited the greatest talent.

Like Walter Scott, he would interest his companions and playmates by telling them stories; especially did he interest them if they were of his own experience.

During the time of the Seven-years' War, a corps of a French army took up their quarters in Frankfort, and count Thorane, who held a high position on the staff, settled himself for a long time in the spacious mansion of Goethe's father. This officer was a friend of arts. In painting particularly did

he show great interest. After learning that there were several renowned painters residing in Frankfort, he immediately summoned them to the house where he was quartered. They presented their work; the count, much pleased, set them at work, and Goethe's room was changed into an art gallery. These paintings, to which Goethe had free access, being himself an admirer of paintings, left no little impression upon his mind; but this was but little compared with the advantages which the French theatre, supported by the staff of the French army during their stay in Frankfort, brought to him. Not only did he acquaint himself with the French language, but also with the character and plan of the comedies and the tragadies. It was then that he received his first impression to become a playwright.

Soon after this, a teacher presented himself at the house of Goethe's father wishing to give instructions in the English language. His father straightway decided to employ the teacher, and Goethe became acquainted with the English language also. But he was not yet satisfied. He wished to write Hebrew as well as he could read it. His father, who was opposed to doing things by halves, immediately asked Dr. Albrect to give private instructions until he had thoroughly learned the rudiments of the language.

He entered college at the age of twenty. It had always been his intention to go to Göttingen; but his father, who had at first given him his choice, urged him to go to Leipsic, where he became acquainted with Gotched and Gellert. His parents intended him to study law, but he declined it and applied himself to general literature. From Leipsic he went to the university of Strassburg, where he received his degree in law. Here, too, he became acquainted with men who afterwards became popular as poets, but especially as philosophers. He pursued no regular course of study at either place. At times, his health failed him. It was caused by a certain effection of the chest, the result of an accident on his way to Leipsic, when the carriage in which he rode got stuck in the muddy road, and he exerted himself too much to extricate the wheels.

In 1771, he returned to Frankfort and began his career as an author. It was then that he produced his two great works, "Götz von Berlichingen," and "Sorrows of Werther," which established his fame as an author.

The Duke of Sax-Weimar heard of his literary fame and invited him to his court, which offer, after much consideration, he accepted, and the court, since then, became his residence. He occupied, at different times, different positions in the ducal

government. The office of Minister of State he held until the duke's death.

Around this court the great literary men of Germany were wont to gather. Among others were Wieland, Schlegel, Fichte, and Schelling. In 1794, he became a warm friend of Schiller, and continued to be until the death of the latter.

It was his desire from earliest youth to see Italy, "the land of orange and myrtle," as he called it. This desire afterwards became realized. As all other literary men, so he went traveling. And from his own letters, written on his tour to Italy, we conclude that it has not been in vain. When at Venice he writes, "God be thanked that I am enabled once more to love all which I have valued from my earliest youth." He so longed to see Rome that all attempts to delay him were in vain. On which account he only remained about three hours at Florence. It was at Rome that he spent most of his time. With what gladness he entered this city can hardly be imagined. The pictures which he had seen before were now become a reality. The dreams of his childhood were now changed into true scenes. The long hoped for time that he might behold the "city of Cicero, Caesar," and other Latin writers, had at last come; and so great was his joy that he considered it the happiest place on earth.

-After visiting Naples and other places of note, he returned to his native country.

It was not until his return from Italy that Goethe's mind can be said to have reached its full development; for it was then that he commenced to publish his best works.

It had always been his desire to have a calm death. His desire was fulfilled. After an illness of six days, and while surrounded by a few of his friends, he died calmly and peacefully, March 22, 1832.

As long as the German language will remain, Goethe, although dead, will live.

A. J. REEVES, '92.

College Life.

In our age, the general opinion is that every child should receive an ordinary school education, and that, if he be naturally inclined to study, he should also receive a college education. Thirty years ago a college course was almost entirely limited to the rich; while to-day every one, who has a little ambition, and a capacity and a desire to study, can have this privilege, which can never be too highly appreciated. Thirty years ago there were very few

colleges; now there are scattered over this land three hundred and sixty-five.

A studious young man always looks forward with joyful expectations to the day when he will enter the college, where he purposes to prepare himself for the active duties of life. Many a loving parent looks upon his child and wonders whether he will enter upon a business career, or whether his desires will run in a literary line. If the child prefers the latter, it is certainly then when he enters the institution to prepare for life's task, that the parent has his thoughts fixed almost entirely upon him. To a student, college life may be considered one of the three great stages of life: the time before he enters an institution as the first; his stay at college as the second; and his life's work as the third.

There is a great difference between life at college and that on the farm, in the shop, or in the business circle. If there is a varied life it is certainly that at college. The student becomes acquainted with the ideas of many men, he gains a knowledge of many things, and finds that oftentimes such things as formerly seemed simple are really wonderful and intricate, and oftentimes finds the reverse to be true. The question is sometimes asked, "Why spend so many years at college, why devote the most precious years of a life-time entirely to study?" The answer is: To fully prepare one's self for future usefulness. The success of a student in life depends upon his preparation; he must be trained and equipped to fight life's battles, and how important, therefore, the second stage. A college life should not mean an indolent one, not a life in which the student contrives to have a good time simply. It is to be lamented that at our larger institutions, especially, there are those, who, although they have every opportunity of elevating their character and of raising themselves to stations of eminence, yet waste their time in idle pleasure, by which their morals are corrupted, and by which they are rendered unable to perform the duties at college and those that await them in after life. How different from this is the college life of a true student! He enters the institution for the purpose of receiving instruction and information, of developing all his faculties, and of laying the foundation of his future career; he, unlike the slothful student, is not disposed toward inactivity, but seeks to cultivate himself by improving every moment, knowing that golden opportunities never present themselves more frequently than during his college course, and that they are irretrievably lost if he does not grasp them then. It is true that an industrious student may sometimes during his college life feel somewhat disinclined to study; but this is invariably suc-

ceeded by a period of greater energy and zeal.

College life moulds to a great extent the student's character. A young man usually enters upon his college life while character and habits are being formed; his associations and environments will infallibly decide whether in life he will be a power for good or for evil. A full development of the intellectual faculties should thus not be the only aim; something equally essential is the development of the moral faculties: but the real end of college life is not yet attained by having the intellectual and moral faculties developed; there is still something lacking, something far more important,—a religious training. For who can really be called successful, although he has amassed the wisdom of this world, if he has not "the fear of the Lord, which is the beginning of wisdom"? A spiritual development is overlooked by many a student, considering it a secondary matter, and thinking that during college life he has no time to trouble himself about things pertaining to religion. Our institution, however, can be proud to say that its students feel that a college life is more than a time devoted merely to an intellectual training; and that its faculty endeavors to promote the students' welfare by teaching them that a good and noble character, formed and moulded by Christian principles in his college life, will cause him to be far more powerful, will bestow endless more honor upon him, and will make him ever so much happier than one, though his brain be stored with languages, sciences, and arts, whose heart is devoid of the pure and ennobling qualities which a good moral training and especially a Christian life produce. What a grand opportunity for a personal development is offered to a student at a Christian institution! And in after life, what a happy feeling it must be for one, who has felt the need of a Christian education, to call back to memory his college days.

The results that can be attained by one who is diligent, who seeks to develop all his faculties, who feels that upon his college hinges his future success or failure, are wonderful; and what a grand thing it would be if every student would so spend his college life that, when he graduates, he might look upon it as a time well employed.

"P."

Knowledge, like the blood, is healthy only when in brisk circulation.—*N. Y. Ledger.*

A little more taffy and less epitaphy would go a long way in making life more bearable to many a burdened soul.

—*Prison Mirror.*

BEFORE DAWN.

Deep is the silence, deep and strange!
A hand from heav'n seems laid upon
The restless world, to soothe the hot
Brow and the throbbing temples.

Oh, like a sweet-faced watcher, still
And gentle, bends the lovely Night
Above the couch where weary ones
Lie sighing for the morning!

Her deep eyes, all compassionate,
Gaze on the sad and troubled face
Upturned to hers, and, gazing, bring
Anon sweet consolation.

The air is stirred by unseen wings;
Their faint, far rustlings come and go,
And fan and hush to deep repose
The spirit sorrowful.

All, all is resting, save the sea:
I hear his low, complaining voice,
As ceaselessly he strives to seize
The sands with eager fingers.

Save his voice, there is no complaint,
Soft, silent, as a brooding dove,
With airy pinions folded, Hope
Sits on the heart that's yearning.

The noisy winds have dropped asleep
In the strong arms of these dark groves,—
Oh, I can hear the fount that plays
Within my heart forever.

On yonder sweet and od'rous mead
The tresses of the drowsy moon
Lie scattered thick and beautiful,
As on a scented pillow.

The world a garden seems of dreams,
Where, as I walk the dim-lit paths,
A thousand gentle thoughts arise
Like roses all around me.

Softly the hours are stealing by,
Darkmantled, slow and sad, nor look
Behind; for now the light of day
Is surging up the heavens.

A sudden stir—a billowy blaze!
Low murmuring, like priests in prayer,
The tall pines rise above the gloom,
And stretch their hands to heaven.

Behold, the angel of the Morn!
Far in the eastern sky he stands,
And gently waves his golden wings,
And breathes from lips all rosy.

And now the stars fade into day.—
Oh, may our dreams, that light our lives
Like stars, at last thus fade into
The fairer light of God!

J. DE B.

What to Read.

From an article recently brought to our notice in a certain journal and having the above as its title, we extract the following:

"Mr. Ruskin, Mr. Emerson, and Sir John Lubbock, have each given sage counsel, and my first suggestion is, read carefully what these wise men have said about reading, and by all means read Bacon's essay upon 'Studies'."

"One good book is worth a score of poor ones, though one is seldom sufficient for a topic of importance. On every subject of importance have some one book to which all others may be related. In science, for example, a book like Newcomb's *Popular Astronomy*, or Cook's *New Chemistry*, or Dana's *Geology*; in history, Fisk's *Critical Period of American History*, Parkman's *Jesuits in America*, Hildreth's *United States*, Green's *England*, Lewis's *Germany*, Ramband's *Russia*, Buckhardt's *Renaissance*, Ranke's *Popes*, Hausser's *Reformation*, Motley's *Dutch Republic*."

"Great books are not to be read from Alpha to Omega; Grote and Gibbon, for instance, are to be used rather than to be read continuously."

"Except the classics read only the books of the nineteenth century; this is especially important in history and science. But what about the classics?"

"Mahaffy's *Greek Literature*, will tell you about the Greeks, Sellar's *Roman Poets* about Latin poetry, and Teuffel's *History of Latin Literature* about the prose. . . . For English literature follow Brooke's *Primer*, or Henry Morley's *Sketch*, or Bachne's edition of Shaw."

"Begin with great contemporary writers—with Tennyson and Lowell and Victor Hugo, Ruskin, Carlyle, St. Reuve, not with Caedmon and Beowulf and the Nibelung Ring. This study of early writers has its value, especially for the antiquarians and historians, but these early writers produced no literature. . . . When you have access to more than one edition of a great classic seek for the best, ask the librarian to help you. He will do so gladly if he is fit for his place. If he snubs you, he is not. And if he does not mend his ways, spend a little energy in getting him replaced by a better man."

"Perhaps you desire to increase your strength in some one direction. Well, in our day there is a literature for everything, and if you have access to a large public library you can easily find it. A friend of mine, now worth his millions, acquired them by reading all he could find about the steam engine. . . . Reading of this kind is greatly facilitated by the bibliographical lists now published in

most books of high order. These tell you where to look for full information upon every separate point. So do the cyclopedias and technical dictionaries and library bulletins."

"Perhaps you desire to pursue a specialty in literature. You can do nothing wiser; for a specialty, properly pursued, will not only strengthen but broaden your mind. But begin with simple books.... Read Picton's *Cromwell*, before Carlyle's, Mrs. Gardiner's *French Revolution* before any larger work. And do not read historical novels except for pleasure....

"Perhaps you incline to philosophy. Do not, then, begin with Zeller or Ueberweg, with Immanuel Kant or Herbert Spencer. This would be like learning the mysteries of the differential calculus before you were master of vulgar fractions. Begin with simple logic, like Jevons's or Fowler's, and stick to it until you can easily distinguish an argument from a gust of sonorous phrases. Pay unusual attention to inductive logic, passing from elementary works to the more elaborate treatises of Herschel, Mill, and Jevons. Then take up psychology and make yourself familiar with the phenomena and processes of the mind. McCosh's *Cognitive Powers*, Porter's *Human Intellect*, and Sully's *Psychology*, are all excellent works. Ladd's *Physiological Psychology* is the best.... Distinguish carefully between psychology and metaphysics. The former is the study of mind; the latter is speculation about mind, its substance and its genesis. Unless you can devote your life to it, leave it alone.

"The study of metaphysics," said Immanuel Kant, "is tumbling ground for all manner of acrobats. It is a land without standard weight or measure, so that the wisest are taken for fools and the fools are often worshipped as inspired prophets."

"Are you fond of art? Then take Ferguson's *History of Architecture*, and Kuyler's or Woltman's *History of Paintings*....

"In science the *International Scientific Series* will give you excellent starters.... But beware of trying too much. Even a scholar by profession cannot be a specialist in everything. A youth or maiden of fair intelligence can by perseverance and self-reliance become so familiar with a few chosen subjects as to be finally referred to as a competent authority upon them. But it is cruel nonsense to tell you, 'Aim at the stars and you will hit something.' Birds are never bagged by such folly. 'Pick your bird. Don't fire at the flock,' said the best hunter I ever knew."

"But remember Mr. Emerson's wise saying, 'Real books are very few; most are only comment.'"

COLLEGE NEWS.

Murder will out—even out of a wood box in a room of V. V. H.

What senior is worth the most? Van Kampen, because he owns a large P—.

—Why is Bruins the most ferocious? Because he is more than one bear.

—Who of that class is the best fisherman? Kremers, because he has caught the largest M—.

—Why is Betten the most vocal? Because he says oftenest and in quickest succession, I—o—a.

—Executive committee of the council met for transaction of business on April 16th.

—THE ANCHOR would not, dare not this conceal,
A certain senior is in bliss, ideal,
Because he loves, he loves a-miss—.

—The spring term has opened with an addition of thirteen new students, the majority of whom are applicants for the "D" class.

—On the evening of April 15th the students listened to a very instructive lecture on the Russian Church, delivered under the auspices of the seminary, by Rev. E. Winter, of Grand Rapids.

—THE ANCHOR would suggest that the seniors should send in an application to be appointed on Pinkerton's detective force. Their ability for the work has been tested and has proved extraordinary.

—Senior Iowa and Junior Iowa are now boarding at the city hotel. If this issue should fall into the hands of any crowned head who may be in need of a king's taster, let him apply to Junior Iowa, whose varied boarding-house experience well qualifies him for the office.

—The following is what State Secretary Clark says of our Y. M. C. A., in his last report:—"Hope is hopeful, and not without cause. Their young men's meeting is especially for Bible study, and has an average attendance of nearly fifty; twenty-five are in training classes. Great blessing will follow where the word of God is thus honored.

—The Y. W. C. A. of the city in giving a reception to its State Secretary, Miss Silver, at the association rooms, on the evening of April 16th, kindly extended the invitation to the college Y. M. C. A. Perhaps we need not say that the invitation was gladly accepted, and that the reception was a grand success. These are two facts necessarily true. In behalf of the student participants, many thanks, ladies.

PERSONALS.

"Cant Hook."

Luxen, '92, has invested in a book on "hetiket."

Gleysteen, '91, and Betten, '90, are at present boarding at the City Hotel.

Huyser, '92, will not return to school this term. We hope, however, to see him back next fall.

Ed. Pieters, a former member of the class of '91, expects to go to Philadelphia in a short time.

Prof. Humphrey has tendered his resignation as principal of the public schools of Holland.

Veldman, '92, is still unable to take up his studies in full on account of weak eyes caused by his recent illness.

Wiley Mills, '93, attended the convention of college prohibition clubs, which was held at Adrian, Mich., April 10-12.

Reeverts, '92, went to his home in Illinois, on March 21, to attend the wedding of his brother. Shafer, '93, accompanied him.

G. J. Hekhuis, '85, of Spring Lake, Mich., has received a call from the classis of Iowa to the position of domestic missionary.

Miss Martha Diekema, one of our former students, is at present engaged as copyist in the law office of her brother Hon. G. J. Diekema, '81.

Henry Geerlings, '88, spent his spring vacation at Holland. He will be engaged during the summer vacation by the Presbyterian Church of Des Moines, Iowa.

J. Starken, of the "C" class, surprised his classmates and friends at school by taking unto himself a wife during vacation. THE ANCHOR extends its congratulations.

As far as can be learned, the new students who have entered the grammar school this term are: Miss Heinman and Anna Rooks, East Holland; De Jong and Semmers, Holland; Saggars, Brink, and Beetman, Graafschap; Van Sloten and Rooks, East Holland; Veneklassen of Zeeland; and Stompe of Chicago, Ills.

—"The Cosmopolitan" is the name of a vigorous literary society composed entirely of Freshman.

—During the year there have been given four legacies to Hope College, to the extent of \$7,000.

A youth whose fancy sometimes sweetest journey takes
With mother Earth's most noble daughters,
Finds that the rapids oft the haven sweeter makes,
While gliding o'er life's fitful waters.

He said, to part was sorrow sweet,
(Companions two were present then)
But cried, since sweeter 't was to meet,
"Oh, when shall we three meet again?"

But when the crowd to company gave way,
He differed from poetic pen;
He said this was the true poetic lay,
"Oh, when shall we *two* meet again?"

—The State Institute of the teachers of Ottawa County convened in this city, March 24-28. Novel was it to the sight of many Hopefuls to see such a number of dapper "schoolmarm" gravely listening to the brainy utterances of Prof. B. A. Hinsdale, from Ann Arbor, or to the less mysterious Lillie. Yet the sight of female school teachers was not novel; for to many of us floated back faint recollections of more youthful student days when the ferule made music in flats and the cruel whistling birch made music in sharps upon dirty homespun. However, judging from appearances, not all Hopefuls have kept up their grudge against female school teachers.

—On the evening of March 21st, several of Hope's sons and Holland's daughters, with a fair delegation from Grand Haven as also from Grand Rapids, enjoyed an entertainment at the house of Miss Jennie Kanters. A reception was given in which the followers of the Stoic school of philosophy were delighted, and in which the Epicurean certainly found no lack of food for enjoyment. Before the hours of pleasure were over, Father Time would have ushered in another day, had not some of the sager ones, who never forget their dignity, gravely informed more youthful blood that it was time to depart. Then came a feat of arms, in which the contest seemed to be between professionals and amateurs, and wherein the latter brilliantly worsted the former. All honor to these youthful heroes, who so successfully scored a victory over the astonished veterans. Let us not mete out our admiration for such gallantry through a funnel. And for the good time enjoyed, may the evening of March 21st long live in the minds of all concerned.

Against stupidity the very gods fight unvictorious.—Schiller.

At the recent elections, H. Luidens, '92, was elected township clerk for Olive township. His service in this office necessitates his leaving school for the present.

The graduates of the theological seminary this year are J. Van Zanten, P. Bouma and J. W. Lumkes. After graduating they will assume their pastoral work at Grand Haven, Grandville, and Grand Rapids respectively.

Prof. Doesburg was greeted with a hearty applause upon entering chapel at the beginning of the term. The effects of a recent attack of influenza and pressing work connected with the new catalogue have caused him to absent himself for some time from chapel service.

Rev. Joldersma, '81, recently paid a short visit to Holland. He has assigned the following locations to the theological students for the summer vacation: A. Pieters, Chicago; H. Straks, Gull Lake, Mich.; H. Harmeling, Sheboygan Falls, Wis.; F. Klooster, Princeburg, Minn.; M. Ossewaarde, Lucas, Mich.; J. Van Westenbrugge, Jamestown, Mich.; P. Zwemer, Muskatine, Iowa; N. Stegeman, Mix, Dakota; T. Mailenberg, Pipestone, Minn.; A. Van Duine, Firth and Hickman, Nebraska; J. Lamar, Milwaukee, Wis.

EDUCATIONALE

News and Notes.

Kansas has 12,000 teachers.

The colored people of Florida have a Normal School at Tallahassee.

It is said that forty-five thousand Brooklyn children of school age do not attend school.

A summer school for teachers will be held in Benton Harbor from July 7th to August 15th.

There are no fewer than 50 applicants for the superintendency of the Grand Rapids schools.

A systematic course of instruction in the moral and physiological advantages of temperance is now established in the public schools in 27 states of the Union.

B. A. Hinsdale, who conducted the recent teachers' institute in this city, is professor of the Theory and Art of Teaching, in the University of Ann Arbor.

The third summer review term of the Flint Normal school will begin June 3, and continue ten weeks.

A bill providing for the display of the national flag on school buildings has been introduced in the legislature of Iowa.

It is the decision of the Supreme Court of Wisconsin that the Bible must not be read in the public schools of the State.

A Sanilac candidate at the teachers' examination said: "The principal railroads of Michigan are the wide gauge, the narrow gauge, and the Chicago line."—Ex.

CLASS MOTTOES.

"Energy wins the way."
 "Haste not, rest not."
 "Onward to the goal."
 "Si tentas, perice."
 "We would climb higher."
 "No excellence without labor."
 "To the stars through difficulties."
 "Through difficulties to preferment."
 "Wo ein Wille ist, da ist auch ein Weg."—Ex.

Other Colleges.

Ohio Wesleyan has twelve representatives in the mission field of India.—Ex.

The first verses of the octogenarian, Oliver Wendell Holmes, were printed in the college papers.—Ex.

Northwestern University, of Wisconsin, and University of Michigan, are endeavoring to organize an oratorical association.—Ex.

There is a Western and a Canadian club at Harvard, whose objects are to attract students to Cambridge from these localities and to care for them when they arrive at Cambridge.—Ex.

As a consequence of the unusual enthusiasm of the students at Trinity, on St. Patrick's Day, zeros met with quite a liberal distribution on the part of the professors in the class room. The annual cane rush took place as usual between the Freshmen.

The idea has been advanced by the Hiram College *Star* of a combination of college papers. The idea is not a novel one in this "trusty" age; but the difficulties apparently connected with the carrying out of the scheme would make it almost impracticable.

Mr. Moody has done some very good work at Yale lately. His visit will long be remembered. The results of his labors were gratifying and were by no means ended by his departure.

The Sophomore class of Ann Arbor University will give a Latin play, the "Menaechmi" of Plautus, about the second week of May. Prof. Kelsey, of the Latin department, will have charge of the matter.

A new Methodist college, under the name of the University of the Northwest, has been founded at Sioux City, Iowa. The endowment fund has already reached \$300,000 in addition to valuable land for the buildings.

A religious paper expatiates on the condition of college life; according to which organ it is being much degraded. Wherever we may find authority for the statement, it is true that of late some little acts of imprudence on the part of students have been too common. The venerable aspect, the serious look of the college president, seems to make little impression on the too "obstinate" student.

Harvard intends to publish her next quintennial catalogue in the American language. We are glad to learn the fact, since the turning and twisting of our excellent christian names into Latin can hardly steer clear of affectation in an age in which all things are laying aside their classic attire. Two and a half centuries ago, Latin was the language of the campus at Harvard; and the printing of names in Latin was then more appropriate than now.—Ex.

Music: Its Educational Value.

BY J. B. NYKERK, PROF. OF SINGING, HOPE COLLEGE.

Having been asked to contribute an article to THE ANCHOR on the subject of music in the public schools, for want of space, I have chosen the above phase of this subject, hoping on some future occasion to write about the ways and means to be employed.

The subject should receive more attention on the part of the educators of the land than it has thus far done. In what rank shall music be placed? Shall it occupy a position along with the common branches in the regular curriculum? Or shall it be taught, with the other fine arts, in special schools and studios? In our larger cities it has for some time been the chief *crux* in developing and completing the school system. Last July, Mr. James MacAllister, Superintendent of Public Instruction in

Philadelphia, said before the body of the M. T. N. A., convened in that city, "I venture to say that no educational movement of so radical a character has made greater progress than the introduction of music into the public schools."

Now, granted that such branches should be taught that are conducive to making the best citizens, the best and most useful members of a healthy society, it devolves on me to prove that music (especially, vocal) has an important educational value, and should, therefore, be allotted a place in the regular curriculum. On this score I desire to take the reader to task by calling his attention to the two-fold aspect of the question.

First, music can not fail to be an important aid in mental discipline. Where the subject is thoroughly and successfully taught, the child must be subjected to a genuine mental drill. This is so severe that a great many of our school-teachers of today that have the necessary physical qualifications, lack the courage to fit themselves, unaided, for teaching it in their schools. It trains the eye so that it becomes a ready medium and servant to the brain. It trains the ear so that it quickly differentiates between that which is harsh and that which is pleasant; between that which is in sympathy with the good and the pure, and that which tends to debase. It trains the voice so that it cultivates a desire to produce nothing that jars and tends to discord. This culture eliminates everything from the habits of that organ that is unnatural, forced, strained, and brings it back to its primitive condition, true to the ideal nature, from which, by the natural laws of degeneration, it has fallen.

In this connection, let me remark that singing, like the art of speech, is merely an imitative art. It is all more or less unnatural, since our models are not true to the highest nature. Does the parent or instructor lisp, burr, or talk with a nasal twang, the child will necessarily and unconsciously do likewise. Similarly in singing—only with more dire consequences to weak nerves and delicate tympani.

This naturally leads me to suggest the important relation there exists between reading and singing. The best teachers of elocution recognize this, and now-a-days begin at the foundation of things, by giving a preliminary course in voice culture, similar to what a soloist would take. Such Mrs. James G. Blaine, has taken with Mr. Emile Agramonte, of New York, as he tells me. The singing voice reflects on the speaking voice, and *vice versa*. Listen when one sings and, if a connoisseur, you can readily tell whether the subject has a practical knowledge of the different qualities of the vowel sounds of the language in which he sings. In speaking or read-

ing we can sometimes, by rapidity of utterance, deceive and cover our ignorance, which can not defy detection when put to test in the prolongation of the vowels, necessary in vocalizing.

Now, we deem good reading of utmost importance in both our elementary and higher education; but what a help the study of vocal music would be to advance the art of reading properly with good inflection, proper emphasis of word and thought, thereby bringing out the meaning; with that fine modulation of voice that only the control of the organ of speech can effect, and which is the chief element in proper and appropriate expression, and consequent impression on the hearer. Hence in addition to its primary importance, observe its weight as a subsidiary in education.

It goes without saying, then, that we are slighting an element in education of no mean value in training the intellect. And this becomes less pardonable when we remember that less than five per cent., on the average, of children are unable to learn to sing. Anything of such general benefit should certainly claim our earnest attention as educators and instructors.

Neither is it true that all other intellectual gifts are withheld from those on whom Apollo has smiled; for the experience of every music teacher has been that the brightest and most intelligent pupils in music are such also in other branches. Such superficial judgment finds reproof, also, when one studies the accomplishments of the great master musicians. Mozart was a fine mathematician; Litz was a polyglot; and the versatile mind of Miss Amelia B. Edwards, the most learned and intelligent woman of modern times, developed no mean musical abilities. These are a few examples out of many. But the musical art is often prostituted to low and immoral purposes, and the beer garden and masquerade demand, consequently, the scavengers in musical society. But can this fact ever be laid up against music as an art?

(CONCLUDED IN THE JUNE NUMBER.)

Zachariah Noodle's Report.

(Our Theological students are not materialists; otherwise a promised Dutch article would have materialized and adorned this space.—Ed.)

Mr. Editor: Owin' tew my pressin' duties on ther estate, I've bin almost forgittin' ivery one of my old roadsters, or rather impoverished taurists (tramps so called, but vulgarly.) I wuz surprised, thurfore, tew receive a complimentary tickit fer ther first annual reunion of "The Impoverished

Journeymens' Mutual Protection Lodge, No. 1. (Copy-right secured.) It wuz held last week an wud hev bin er protracted meetin; but all us journeymen wuz sudently journeyed by the cops. As this wuz er new movement, I'd like tew tell all yer poor "Anchorites" who never felt the emotions straight-inin' ther spinal kolumn at sight of an international assembli of the greatest travlars; ther umblest pilgrims, who defy society's laws an are content tew be shoeless and ragged fer principle (for they scorn charity an live only on admiration fer which ther people gives em food)—I'd tell you, I say, what we did an what wuz said; but I hev room only tew report ther speech of er delergate from Ironland, by name Timothy Dukkier. First, I'll giv ther poetry we sung as an opening anthem.

SONG OF THE TRAMP.

With fingers blue with cold,
With eyelids heavy and sad,
A tourist walked untouristically clad,
While his musings thus tunefully rolled:
"Tramp! tramp! tramp!
In poverty, hunger, and dust;
But still rejoicing over my crust
I'll sing the 'Song of the Tramp!'"

"Tramp! tramp! tramp!
Till the brain begins to swim!
Tramp—tramp—tramp
Till my eyes are heavy and dim!
For cream and eggs and ham,
Ham and eggs and cream,
I long and long as I tramp on,
Till I see them (in my dream!)"

"Tramp—tramp—tramp!
My labor never flags;
And what are its wages? A bed of straw,
A crust of bread—and rags;
But mine it is to breathe the breath
Of the cowslip and primrose sweet—
With the sky above my head,
And the grass beneath my feet!"

"Tramp—tramp—tramp!
In the dull December light!
And tramp—tramp—tramp,
When the weather is warm and bright!—
What though my feet are sometimes sore!
Who cares if hat or coat be old!
The world is cold, but I'll be bold
To eat my pleasures to the core!"

Mr. Editor, I have er tinder heart and so I hed tew ring ther tears out of my coat sleeve. But hardly cud I squirm my arms back inter the rinkeld coat soon enuf tew see our Irish delegate walk the path of honer tew ther stage tew disgorge his silibrated speech on "Trampdom in Ironland,—its Condishun an Prospecks." His long hair an extenuated chin an a big collar (the first think he found

on leavin ship) made the light of his countenance fall in solemn rays upon us; but ivery now an thin his eye wud shute er little bean of something that seemed tew say, "I know er joke, but find it out yourself." Here is his speech:—

Deer friends! To the east of me there ish a a wather, to the east of the big wather ish Englin, an to the west of Englin iz the ould sod of my Oirland. I have made the journey to Hamerika tew produce the look of intelligence on yer faces when-iver, in the future, ye talk of Oirland an its branch camp of ther "Impoverished Journeymens' Mutual Protection Lodge."

The Oirish tramp's prisint condition is transitory. Not that he translates himself more then ye do here from one place to tother; but his trials air transmitting theirselves inter the same opportunities which are provided for in Hamerika. The time was whin ye couldn't get yer dinner if ye'd work for it; now, howiver, we also air lernin by experience (that great school and fountain of knowlige and which calls memery a fool) that it's aisier to visit the houses of young married folks an offer tew take the contract of masticatin' their beef-steak. O'course ye must come rite after their dinner: the husband 'll be disposed to be charitable thin more thin whin he had yit only smilt ther meet.

Agin, the toime was whin no trains of cars afforded facilities for travel niver dreamed of. The pleasure of traveling on an axil is great, is dazzling; an how soothing to wearied lims, if yer can vary the monotony of the trip by trailing them along the ties; an how nice to be wonderin, at the same toime, how soon you cud stop ther train by makin' your feet back water, or how much damage you'd hev tew pay fer trying tew see how miny rails you cud pull lose, or how soon the endless thumping will have an effect on yer morals, by givin' you a tinder hart.

Once more, we air regarded now-a-days as professionals. Honer to the laboring man! and who denies us the same? Don't we work—to find work an thin take uncommon means tew keep out? If we must work to have the priviledge to eat, thin what's the difference wat we do so long as we work? Let us thin be up an doing, with a harte on triumph set, still contrivin', still pursuin', an each one his breakfast get. I hear o'er Oirland's headlands breaking, the anthem loud the ould world shaking,—the song of trampdom's victories. The Yankee whispers hope to Pat, the Dutchman catches that, an through the whole world thus it flies—the news of a tramp's paradise in Oirland my home.

(TO BE CONTINUED.)

Adversity borrows its sharpest sting from our impatience.—Horn.

We rise in glory, as we sink in pride,
Where boasting ends, there dignity begins.

—Young.

Glories, like glow-worms, afar off, shine bright, but looked to near have neither heat nor light.—Crashaw.

Every absurdity has a companion to defend it; for error is always talkative.—Goldsmith.

The dude is like the lapse of time, weak in and weak out.—Burlington Free Press.

Praise is the reflection of virtue.—Bacon.

He who waits to do a great deal of good at once, will never do anything.—Samuel Johnson.

A man may be silent about his vices; they generally speak for themselves.—Texas Siftings.

If there is any person whom you dislike, that is the person of whom you ought never to speak.

Small minds need so many petty lies to prop up their reputation that the habit becomes an unconscious sin; at this stage they perhaps begin to believe their own lies uttered some time before. Pity the man who has no pleasure in the past because he doubts whether or not his memory is a lie.

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